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ABSTRACT

This booklet contains ideas, organized by curriculum area, for using peer tutoring as a planned classroom activity. Included are outlines of the tutoring process, tutor training, ways for incorporating tutor teams into classroom routines, and type of materials needed. Activity ideas for math and language arts are presented, and record keeping procedures are described. (SB)

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A PEER TUTORING RESOURCE BOOK

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PURPOSE OF THIS BOOKLET

This booklet is the result of an earlier research study which showed that training made a difference in tutor effectiveness. "Peer Tutoring: A Cooperative Learning Experience" is the companion publication that describes the procedure for training tutors.

This second booklet is designed as a source of curriculum ideas for teachers who are interested in using peer tutoring as a planned classroom activity. The word *ideas* is emphasized as the suggestions on the following pages will give you a starting point for creating peer tutoring materials suited to your students' skills and interests.

Ideas presented herein are organized by curriculum areas, not by grade level. The ideas are neither grade nor content-specific. The skill level and needs of your students should dictate the specific content of peer tutoring activities.

PEER TUTORING — PEER TEACHING: A COOPERATIVE PROCESS

Learning from peers is an important, ongoing process. Peer tutoring and peer teaching both involve children learning from one another, although they differ in various aspects.

— Tutoring involves reinforcing material already taught, whereas teaching usually involves new content for the student.

— Tutoring implies a one-to-one learning situation for reinforcing a particular skill, whereas peer teaching may involve a group with a general focus.

— Tutoring is a planned time in which the skill level and needs of an individual determine the content for peer tutoring activities. Peer teaching is ongoing throughout the day.

— Because peer tutoring is planned, direct and immediate feedback is available.

— Training of tutors in simple corrective feedback skills is an essential part of peer tutoring. These reinforcement skills transfer to other learning situations.

The classroom climate and environment should provide varied situations that encourage children to become involved in peer teaching as well as peer tutoring activities. Peer tutoring activities become beneficial to the teacher by:

— increasing the number of "teachers" in the classroom;

— increasing the amount of time students spend in a one-to-one learning situation;

— and increasing the time teachers can spend individualizing materials and instruction.

THE TUTOR

The tutor is the child who serves as the teacher. His role is:

— to present the task to the tutee;

— to respond immediately to the tutee's answer;

— to model the correct answer or give clues for finding the answer, such as counting, sounding out, or working with concrete objects.

Peer tutoring programs show academic gains for the tutor are equal to or greater than those made by the tutee. The tutoring role provides a meaningful social situation in which the tutor can —

— review

— reinforce

— and reformulate concepts.

THE TUTEE

The tutee is the child who serves as the pupil. Working with a peer tutor on a task allows the tutee to develop specific skills in a learning process. In this learning situation:

— materials are determined by his needs;

— a peer provides immediate feedback;

— there is no stigma for not knowing an answer;

— and a peer model provides correct answers and learning strategies.

TRAINING TUTORS

Training tutors is a necessary component of an effective peer tutoring program. Training a tutor in two one-half hour sessions in corrective feedback skills enables both the tutor and tutee to learn more, and makes the peer tutoring situation more positive socially. The two basic skills tutors need to acquire are:

— if someone gives a correct answer, let them know they are correct; say "good", "that's right", "OK", "terrific".

— if someone doesn't know the correct answer, give them the correct answer and give them a chance to say the correct answer.

Peer tutoring can fail if some rules are not followed. From experiences and research within the Tucson Early Education Model (TEEM) it is strongly recommended that teachers:

— train the tutors;

— train the tutors themselves (children training other children to be tutors doesn't work);

— provide continual support for peer tutoring (children tend to value what the teacher values);

— provide a variety of materials based on children's experiences (and change the contents of the tutoring folders or envelopes often);

— and set up a recording system so the tutor team can monitor their own progress (this serves as a reinforcer for them and aids the teacher's record keeping).

PEER TUTORING IN THE CLASSROOM

Peer tutoring can be used in various ways within the classroom. One successful method for peer tutoring is for the teacher to select or let the children select a two-child tutor team. One child is the tutor for half of the session and the other child is the tutor in the other half. Different academic materials are used depending on who is the tutee. Another suggestion is for each child to have a tutoring folder or envelope containing materials individually selected or prepared for that child's needs by the teacher, by the child, or as a result of conferencing. Children also can sign up for things they want to teach and learn and be paired in that way.

Some ideas for incorporating peers working in tutor teams in classroom routines are:

— an option at specified learning centers;

— an option task during free time periods;

— a designated time when the entire class works in tutor teams;

— after a designated task is finished;

— or before school.

The designation of a specified peer tutoring time when all children are working in tutor teams allows the teacher:

— to record progress;

— to monitor the teams;

— to conduct tutor training;

— or to work individually with a child or a team.

MATERIALS FOR PEER TUTORING

Materials that meet the needs of individual children are the second crucial component of a successful program. The chief characteristic of peer tutoring materials is that they are self-correcting, so that the correct answer is provided in some way for the tutor. This is important for two reasons:

— so the tutor team can function as a unit independent of the teacher for a period of time;

— and to permit all children, regardless of achievement level, to have a turn as tutor.

Several different ways of making materials self-correcting are by:

— making a master list which provides all possible answers;

— printing the answers on the back of commercially prepared materials;

— or making cards with the answer on the back.

Appropriate commercial and teacher-prepared materials can both be found in an effective peer tutoring program. Teacher prepared materials, however, have many more advantages. A successful method is to combine record-keeping with reinforcement. The tutor makes a mark (/) on the construction paper cards each time the tutee gives the correct answer on the initial presentation of that card for that session. A total of 5 marks on the card entitles the tutee to show the card to the teacher and to take those cards home! Teachers can keep a folder for each child containing words from stories or math facts. The teacher or the child can then record the date when the tutee takes the cards home and be periodically checked on the materials he's been practicing. This technique has several advantages:

— the tutor learns the materials;

— the tutor learns the use of tally marks;

— the tutor aids the teacher in recording;

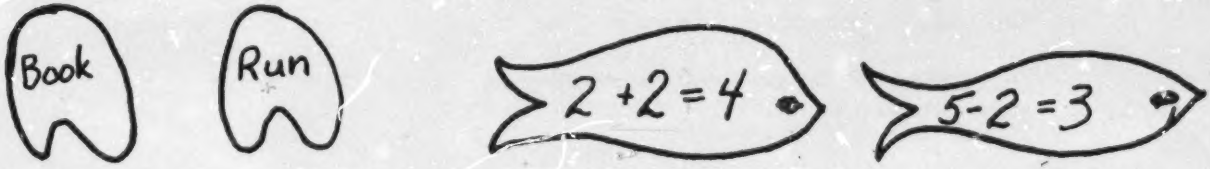
— the tutee has concrete evidence of progress;

— parents are conferenced on the meaning of the cards and review and reinforcement can continue at home;

— and both tutors and tutees like it!

Old crayon boxes, margarine or gelatine plastic bowls or 5" x 7" manila envelopes make good containers for individual children's peer tutoring task cards. Pictures for the cards or games can be obtained from old workbook pages, catalogues, magazines, or copies of commercial materials. To minimize time in preparing cards, children can work together and make the materials for use during their peer tutoring sessions.

A variety of shapes and colors of cards can be used to create interest. Colors and shapes can also be used to cue the child and parent as to the meaning of the different cards. For example: all spelling words are on tooth cards, with red tooth cards indicating nouns and blue tooth cards indicating verbs; all fish cards are math facts, with green fish cards indicating addition and orange fish cards indicating subtraction.



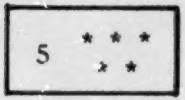
Suggested commercial materials are included in this booklet as additional sources of ideas. We recommend teacher-made materials because of the previously cited advantages.

MATH

Peer tutoring is an ideal situation for acquiring and rehearsing basic math facts. For new learners, the tutoring situation provides opportunities for learning from a peer model with immediate feedback for his answers to questions. For the children who previously demonstrated acquisition of math skills, peer tutoring provides an opportunity to practice the facts as well as to model "learning how to learn skills" by mediating the processes or strategies they use to arrive at the correct answer.

In addition to the ideas for teacher-made materials provided by commercial materials, here are some ideas from other teachers:

NUMBER BINGO: Tutor calls out numbers from cards that have both the numeral and a pictoral representation of the number.



1	12	5
3	9	4
7	8	2

Tutee covers the correct corresponding numeral on his bingo card.

Other suggestions:

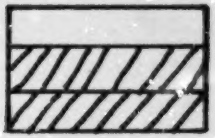
— tutee covers the number that comes before the number called out;

— tutee covers the number that comes after the number called out;

— tutee covers the number that is the result of the addition;

— or any other operation of two numbers called out by the tutor.

FRACTION FLASH CARDS: The fraction is written on one side (2/3) and the pictorial representation of the fraction is put on the other side.



2/3

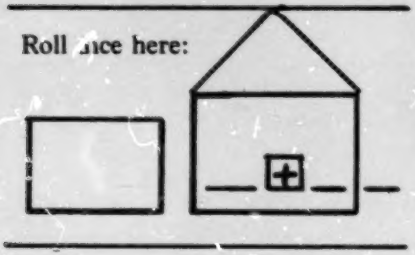
WORD-NUMBER-NUMERAL MATCH-UP: Tutor has a master card with all the number-symbol match-ups, such as four, 4, ****. The tutee's task is to select from an array of 12 or so individual cards the three cards that match.

4

four

****

DICE GAME: One of the mathematical operations of addition, subtraction, multiplication, or division is selected. The tutee has a master list of arithmetic facts for numbers 1 through 9 for the selected operation.



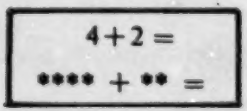
Tutee rolls the dice, the numbers that he rolls generate the problem. If he rolls and the problem he must answer is $5 \div 2 =$. Answers may be given orally or recorded in some way.

MEASUREMENT: Shape cards can be made with varying lengths of lines on them for the tutee to estimate or measure. The correct measurement is written on the back of the card. This can also be done using the metric system.

There are several sets of commercially available curriculum tools that can be incorporated into math tutoring situations.

MAGNETIC NUMBERS by Playskool. These plastic numbers can be used on a blackboard or other suitable surface. One suggestion is that the tutor has a "problem" card and moves the numbers to form the problem. The tutee's task is to answer the problem with the correct magnetic number.

There are many commercially-prepared card sets for math. The cards are all basically the same, with problems on one side and the problem with the answer on the other side. Some of these are: Understanding Numbers for Beginners, by Milton-Bradley; Counting and Number Flash Cards, by Ed-U-Cards; New Math Flash Cards, by Milton-Bradley and by Ideal; Addition and Subtraction Flash Cards, by Ed-U-Cards. These include the symbols corresponding to the numbers instead of just the numbers.



One number skill is that of telling time. Telling time involves associating a visual image with a time as well as applying arithmetic facts. Teacher-prepared cards provide the added advantage of use as reinforcers, with the children being allowed to take home material they master. Separate sets can be made to show the hour, quarter hour, then minutes.

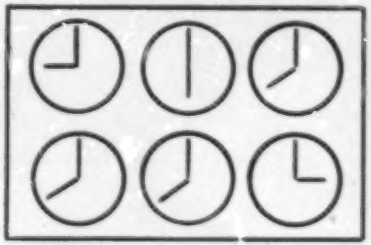
front

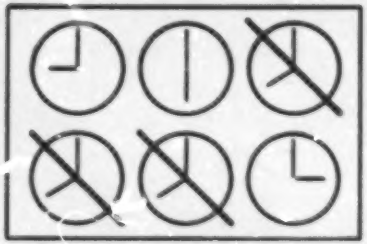
back

Commercially available materials for learning to tell time include:

TELLING TIME FLASH CARDS, by Ed-U-Cards; MARK-ON WIPE-OFF TELLING TIME, by Ideal.

Plastic laminated worksheets provide time telling exercises, such as "Mark all the clocks that show 8 o'clock." This can easily be incorporated into a peer tutoring task by providing the tutor with a card that asks the questions as well as provides the answers.





LANGUAGE ARTS

TALKING MURALS: A talking mural is a composite picture of children's drawings or art work along with the child's recorded language or his own writing. The talking mural is generally centered around something the class experienced such as a field trip or classroom learning experiences. Make a set of cards with questions about the mural. Answers on the back of the cards or a master list adapt this task for peer tutoring. Some suggestions are to write all the words that:

- begin or end with a certain letter;
- have only two (three, four, five) letters;
- are action words;
- are plural;
- name a person;
- tell something that happened in the past;
- have double letters;
- are name words;
- describe something;
- end in —ing;
- are the longest and shortest words on the mural.

SYNTAX: Teacher-prepared materials can give the tutor team an opportunity to practice more complex skills, such as using sentence structure. Here are a few suggestions.

Tutor presents the tutee with a card containing words in scrambled order.

my Green is Mr. teacher

Tutor then asks tutee to make a statement or a question. Correct answer is on back of card.

Mr. Green is my teacher.

Tutor gives the tutee all the cards in an envelope. Tutee's task is to put the cards in order to make a sentence or question. All possible sentences are on the envelope.

PARTS OF SPEECH: Identifying the parts of speech is a task well suited to peer tutoring. Cards with the word in a sentence on one side and the part of speech on the other can be used. A variation of this can be a detective game with sentence cards that have various instructions, such as, "Find the noun", "Find the pronoun", etc., depending on the tutee's academic needs. The tutor can find the answer on the back of the card or on a master sheet.

front	back
I like this dress	dress

Use ready-made crossword puzzles and put the answer key on the back and laminate. Children can check each other on every word or on the total crossword puzzle.

WRITING: Writing skills such as capitalization and punctuation can be practiced in a peer tutoring situation.

SENTENCE CARDS: On the front of the card is a sentence without punctuation. The tutee's task is to choose the correct punctuation from an array of punctuation cards.

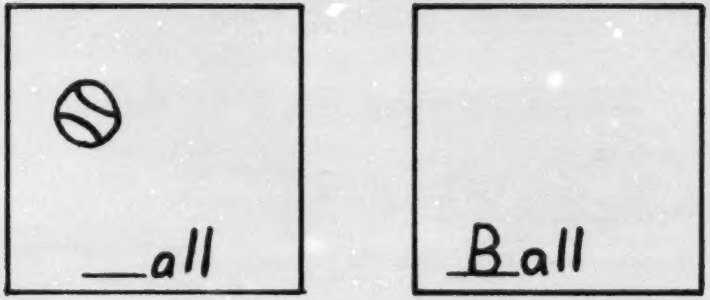
The boy ran fast	The boy ran fast.
front	back

Sentence cards can also be used for capitalization practice in the following way.

mr. green is my teacher	Mr. Green is my teacher.

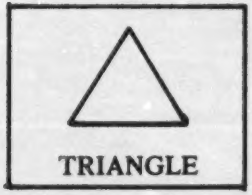
SPELLING: Spelling can be incorporated with other tasks or can be presented as word cards in which the tutor says the word and the tutee's task is to write or *construct* the word using plastic, felt or magnetic letters. Some other suggestions are shown below.

WHAT'S MISSING?: The tutor presents the front of the card. The tutee's task is to provide the missing letter(s).

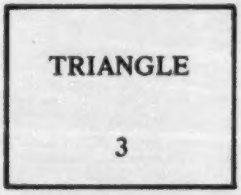


front back

SYLLABLES: The tutor presents a picture with the label printed below the picture. The tutee's task is to say the word and to identify the number of syllables in the word. The correct answer is shown on the back.



front



back

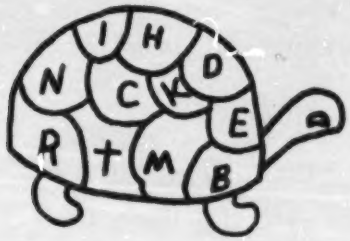
ROOT WORD: The tutor presents a word card. The tutee's task is to pronounce and write the root word. The answer is on the back of the card.

front

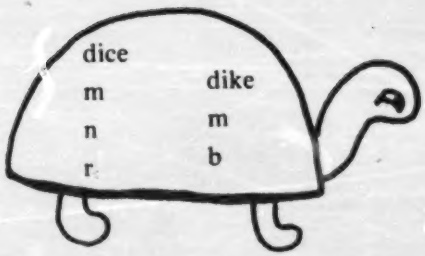
back

WORD PATTERNS: Task cards can be made and then laminated or covered with clear contact paper to be used over and over. The tutor has a master list of possible patterns.

card



Make a list of all the long "i" vowel words you can using the letters on the turtle. Use this pattern: _____i_____e.



dine	dime
m	t
n	l
t	
dire	
h	
t	

LETTER NAMES: Basic materials such as Magnetic Capital and Lower Case Letters by Playskool, or flannel board letters can be used with various activities.

— The tutor has a letter and says the letter name. The tutee's job is to match the magnetic or flannel board upper case letter with the lower case letter or vice versa.

— The tutor presents a letter. The tutee's task is to name, construct or write words that start or end with that sound. To check answers the tutor uses a master list.

— Alphabet Bingo. The tutor calls out letters, the tutee covers the letter symbol as it is called out. Depending on tutee's needs, the tutor could call out a letter name or give a word that begins or ends with that letter.

P	F	J
Q	O	S
L	A	B

SRA READING LABS: SRA Labs can be used for peer tutoring in the following ways:

— first child reads the story and asks the second child the questions;

— first child reads the story and the second child asks the questions;

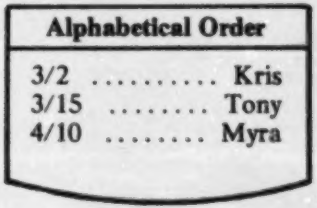
— children read together silently and answer questions together;

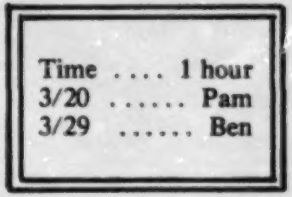
— or each child reads a story and answers questions and then checks the other's work.

RECORD KEEPING

Record Keeping is an important part of the classroom peer tutoring process. Children can keep their own record forms for each peer tutoring session by recording on a prepared form or a file card who they worked with, what they covered, and the date. Teachers keep records of the tutor teams, how they worked together and in what content area. They also record needs of children to use in the development of individualized tutoring tasks.

One teacher has developed a useful record keeping procedure by making color coded folders of construction paper or using crayon boxes with colored masking tape on them to indicate the peer tutoring activities in content areas. She has folders for math, reading, language arts and memory activities which are easily stored in boxes. The teacher or the pupils decide on a certain skill they need to work on. When children can successfully do the task they write their name and date on the outside of the folder. Paper is taped to the bottom of the crayon boxes and students sign their names when they've completed the task. When a pupil or a tutor feels they have mastered a certain skill, they tell the teacher and she checks them using different material and records their progress.





Some of the language skill areas and color coding she uses are vowels — pink, blends — blue, root words and endings — green, alphabetical order — lavender, syllables — yellow. For math, there are brown folders for measurement, pink for 2 and 3 digit addition with regrouping, green for 2 and 3 digit subtraction without regrouping, and red for fractions. Peer tutoring tasks should cover a range of difficulty levels for each concept or skill. The color folders are convenient to use when working with children and when talking with parents.

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